

TNREADY

ENSURING ACCESS FOR ALL:

GUIDELINES FOR ALLOWABLE TEST ADMINISTRATION CONDITIONS, ACCESSIBILITY FEATURES, AND ACCOMMODATIONS

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Introduction

TNReady is the statewide assessment for English language arts (ELA) and mathematics. TNReady includes grade level tests for students enrolled in Grades 3-8 and End of Course tests for students enrolled in courses aligned to the first three English courses required for high school graduation and the first three mathematics credits required for high school graduation. TNReady tests are available in two modes: computer-based tests (CBT) and paper-based testing (PBT). The two modes, CBT and PBT, will produce comparable student results.

Increased opportunities for students exist when using a computer-based test design such as TNReady. Some students may require individualized access through accessibility features and/or accommodations. This document provides guidance on the use of accessibility features and accommodations for students with disabilities and English Learners.

The goals of this document are to:

- Identify avenues for all students to participate in the statewide assessment program.
- Provide detailed information regarding the valid and appropriate use of accessibility features and accommodations for students participating in the statewide assessment program.

This document does not provide guidance for the alternate assessment available for students with significant cognitive disabilities, the National Center and State Collaborative (NCSC). For guidance or information, please visit the Special Education Assessment page on the TNDOE website.

Intended Audience and Recommended Use

The TNReady Accessibility Guidelines are intended for school-level personnel and decision-making teams including parents, students, classroom teachers, English as a Second Language (ESL) specialists, special education teachers, and related service personnel to use in selecting and administering the accessibility features and/or accommodations for those students who need them for equitable access. These are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The Accessibility Guidelines apply to all students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. This document focuses on the Allowable Test Administration Conditions, Accessibility Features, and Accommodations for the TNReady content assessments of English language arts and mathematics (math). At the same time, it supports important instructional decisions about accessibility and accommodations for students who participate in the TNReady assessments. It recognizes the critical connection between accessibility and accommodations in instruction and accessibility and accommodations during assessment.

TNReady Assessment Design

TNReady is a standardized test. Correct administration requires the use of this document as well as the corresponding Test Administration Manual. For the secure summative assessments, a school team can only make available to students the allowable testing procedures, accessibility features, and accommodations that are included in this guide or through the state approved accommodation request process.

Student Participation in TNReady

Federal laws governing student participation in statewide assessments include the Elementary and Secondary Education Act (ESEA) (reauthorized as the No Child Left Behind Action of 2001-NCLB), the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008). Both Federal and State laws require that all students enrolled in public schools participate in assessments designed to provide accountability for the effectiveness of instruction in schools. To prepare for the assessments, every student should be engaged in an instructional program based on Tennessee's Academic Standards.

All students, including students with disabilities, English Learners, and English Learners with disabilities, are to be held to the same expectations for participation and performance on state assessments. Specifically, all students enrolled in grades 3-8 and the applicable high school courses are required to participate in the TNReady mathematics assessment except:

- Students who will be assessed using the alternate assessment, NCSC.
- Students who meet medical exemption guidelines.

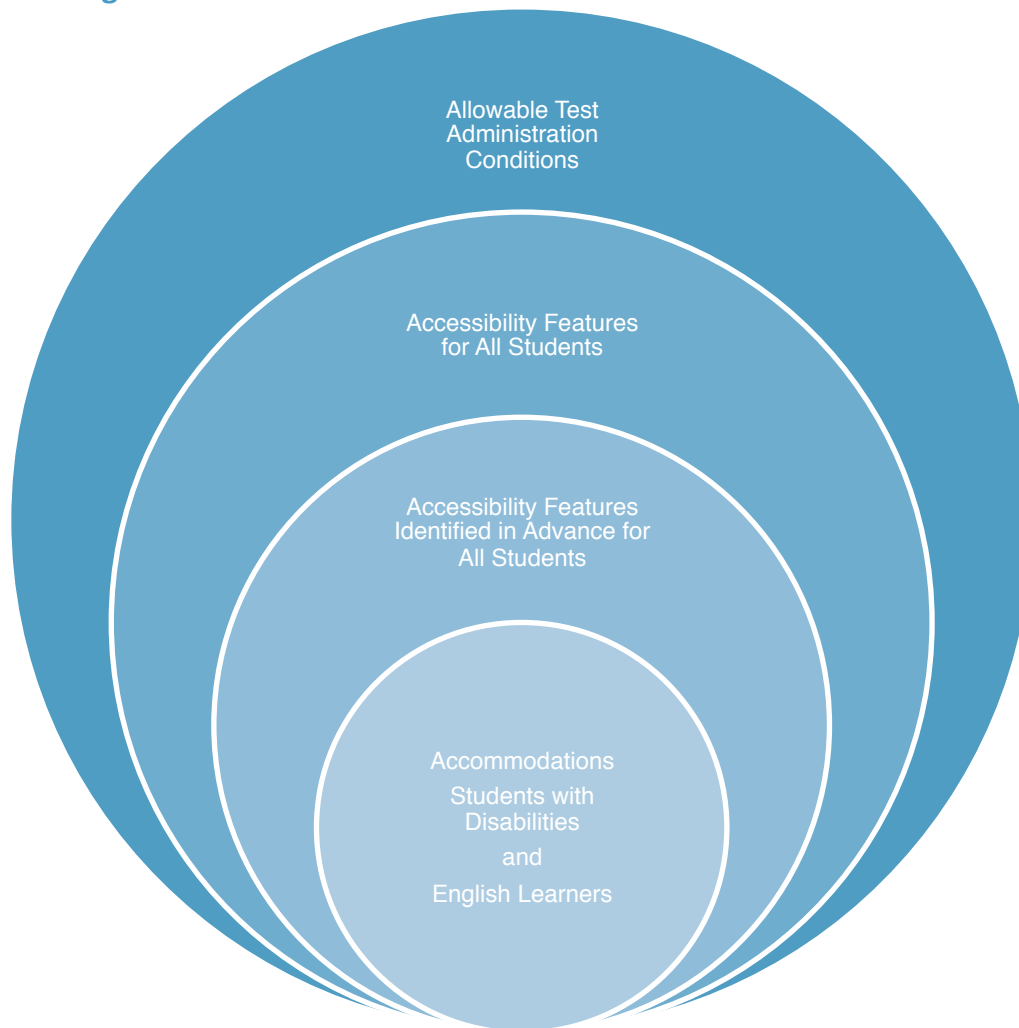
All students enrolled in grades 3-8 and the applicable high school courses are required to participate in the TNReady English language arts assessment except:

- Students who will be assessed using the alternate assessment, NCSC.
- Students who meet medical exemption guidelines.
- English Learners (EL) who are enrolled for the first year in a U.S. school.

The model that serves as the basis for the TNReady Accessibility Guidelines is shown in Figure 1. This figure portrays several aspects of the TNReady assessment features - allowable testing procedures, accessibility features (including accessibility features identified in advance) which are available to all students, and accommodations available as needed per documented IEP, 504 Plan or due to English language proficiency status. Allowable testing procedures and accessibility features are available to all students, including those receiving accessibility features identified in advance and those receiving accommodations. Accessibility features identified in advance are available only to students for whom an adult or team has indicated the need for these features. Accommodations are available only to those students with documen-

tation of need through a formal plan (i.e., IEP) or status as an English Learner. The use of these supports all yield valid scores that count as participation in statewide assessments when used in a manner consistent with the guidelines.

Figure 1: Increasing Access for All



Section 1: Allowable Test Administration Conditions

Allowable test administration conditions are specific testing situations and conditions that may be offered to any student in order to provide a comfortable and distraction-free testing environment. Some examples include:

- Testing in small groups, testing in an individual setting, testing in a separate location or in a study carrel.
- Preferential seating in a specific location within the testing room or seated at special furniture.
- Having the test administered by a familiar test administrator.
- Using a special pencil or pencil grip.
- Using devices that allow the student to see the test (i.e., glasses, contacts, magnification, special lighting).
- Using devices that allow the student to hear test directions (i.e., hearing aids, amplification).
- Signing the scripted directions.

- Reading the test quietly to himself/herself as long as other students are not disrupted.
- Using blank scratch or graph paper provided by the test administrator; graphic organizers are not allowed for use.

Please refer to the TNReady Test Administration Manual for additional allowable test administration conditions.

Section 2: Accessibility Features and Accessibility Features Identified in Advance

Accessibility features are built into the computer testing platform. These features are available to all students and can be accessed any time during the assessment. Students must practice using these features.

Table 1: Accessibility Features for All Students

Accessibility Features for All Students	Description
Help	View on-screen instructions and video tutorial about how to respond to each item type.
Highlighter	Highlight text in a passage or item.
Line Reader	Allows student to track the line he or she is reading. Students are able to focus their attention on a specific piece of text at a time.
Mark (Flag) for Review	Mark an item for review so that it can be easily found later.
Notes/Comments	Allows student to open an on-screen notepad and take notes or make comments. In ELA, notes are available globally and available throughout the session. In math, comments are attached to a specific test item and available throughout the session.
Answer Eliminator	Cross out answer options for multiple-choice and multi-select items.
Text-to-Speech for Internal Test Instructions	Students are read internal test instructions via computer platform.
Writing Tools	Editing tools (cut, copy, and paste) and basic text formatting tools (bold, underline, and italic) as well as spell check for extended response items. Spell check gives options for the correctly spelled word.
Zoom In/Zoom Out	Enlarge the font and images in the test. Undo zoom in and return the font and images in the test to the original size. The zoom levels are 0.65x, 0.8x, 1.0x, 1.25x, 1.6x, and 2.0x.
Pop Up Glossary or Dictionary/Thesaurus	The student is able to view definitions of pre-selected, underlined words. The definition appears in a pop-up text box.
Audio Amplification	Student can adjust the volume of the audio during the test session.

Accessibility Features Identified in Advance

A small number of students will require additional accessibility features to meet their individual needs. These accessibility features will be selected ahead of time based on the individual needs and preferences of the student.

It is recommended that a consistent process be used to determine these supports for individual students and to subsequently teach the student how to access and use the features. Accessibility features identified in advance must be entered in to the student's personal profile on the MIST platform.

Who Makes Decisions about Accessibility Features Identified in Advance?

The decisions are made by all educators familiar with the student's characteristics and needs, as well as those supports that the student has been using during instruction and for other assessments. These supports are needed in the student's everyday life. For example, the student who requires a color overlay when reading text may also require the Color Contrast Accessibility Feature Identified in Advance. Therefore, it is critical for all educators making these decisions to be trained on the process and range of supports available. Student input regarding these decisions, especially for older students, is strongly recommended. Appendix D may be used to collect student input to this decision.

Table 2: Accessibility Features Identified in Advance

Accessibility Features for All Students Identified In Advance	Description	Recommendations for Use
Answer Masking	Answer options are masked. The student will uncover answer options when ready.	This feature is recommended for students who have attention difficulties. It may also be needed by students with print disabilities or visual impairments. Students may need to mask content not of immediate need which may be distracting.
Color Contrast (Background/Font Color)	Enables students to adjust screen background or font color, based on student needs or preferences. Provides an alternate onscreen background and/or font color when enabled. Current color options are: Black on Cream Black on Light Blue Black on Light Magenta White on Black Light Blue on Dark Blue Gray on Green (Low Contrast).	Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities. Choice of colors should be informed by evidence that color selections meet the student's needs.

Accessibility Features for All Students Identified In Advance	Description	Recommendations for Use
Text-to-Speech for Math	Text is read aloud to students using embedded text-to-speech software. Students must be tested in a separate setting if unable to wear headphones.	This feature is not recommended for students who are currently reading on or just below grade level. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessment. The use support should only be reserved for the struggling readers who need assistance accessing text. This may be used with beginning and intermediate ELs.
Human Signer for Math	A human signer may be provided for a student with a hearing impairment or deafness.	Students who require an interpreter for daily instruction.
Magnification	Allows student to use a “magnification bubble” tool to increase the size to an even larger level not provided by the zoom tool.	Students with a visual impairment who require magnification above that which is provided via zoom tool. This feature allows a student to “hover” a magnification glass over text to enlarge the image.
Increased Font Size	The font size can be increased to a predetermined size as needed. The zoom and magnification features are available for use in conjunction with increased font size.	Students with a visual impairment who require a larger font size in addition to zoom and/or magnification of text.

Section 3: Accommodations

Accommodations are available only to students with a disability served under an Individual Education Program (IEP), 504 Plan, or students classified as English Learners, and only when the student requires the accommodation(s) to participate in the assessment meaningfully and appropriately.

Please note: one exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodation, as noted in this section.

Testing accommodations provide more equitable access during assessment but do not alter the validity of the assessment, score interpretation, reliability, or security of the assessment and do not substantially change the instructional level, the content, or the performance criteria. Accommodations can be changes in presentation, response, setting, and

timing/scheduling of educational activities. For a student with disabilities, accommodations are intended to reduce or even eliminate the impact of the student's disability on their access and participation in the assessment. For an English Learner or a student in the first or second year of Transition (T1/T2) from English Learner status, accommodations are intended to allow the student the opportunity to demonstrate content knowledge even though the student may not be functioning at grade level in English.

Testing accommodations may not violate the construct of a test item, provide verbal or other clues, suggestions that hint at or give away the correct response to the student. Therefore, it is not permissible to simplify, paraphrase, explain, or eliminate any test item, writing prompt, or answer option.

While there are many accommodations used within daily instruction, accommodations available to students while testing on TNReady are generally limited to those listed in the later sections of this document. If an accommodation is not listed and is needed to ensure access, please follow the Unique Accommodation Request process.

Accommodations must be indicated in the student's MIST profile and the school staff must ensure the materials and/or the setting are available for the assessment.

Who Makes Decisions about Accommodations?

IEP teams and/or educators make decisions about accommodations. These teams (or educators for 504 and English Learners) provide evidence of the need for accommodations and ensure they are noted on the IEP or 504 plan. Therefore, no accommodation may be put in place for a TNReady assessment that does not have data to support its use.

Selecting Appropriate Testing Accommodations for Students Who Need Them

Research indicates that more accommodations are not necessarily better. Providing students with accommodations that are not truly needed may have a negative effect on performance. There should be a direct connection between a student's disability, special education area of deficit, or English proficiency and the accommodation(s) provided to the student during educational activities, including assessment. Make accommodation decisions based on individual needs to reduce the effect of the disability or limited English proficiency. Selected accommodations should be provided routinely for classroom instruction and classroom assessment during the school year in order to be used for standardized assessments.

Administering TNReady with Testing Accommodations

Prior to the test, test administrators must know what accommodations each student will be using and how to administer them properly. Testing accommodations provided for one student may not impede or impact other students in the test-

ing room. It is the responsibility of the Test Administrator to see that each student who qualifies for testing accommodations receives them with efficacy while also ensuring that other students who do not receive accommodations are not affected. Accommodations must be properly recorded as directed in the TNReady Test Administration Manual.

Accommodations for Students with an Injury

Students with an injury, such as a broken hand or arm, that would make it difficult to participate in TNReady may use, as appropriate, any of the following accommodations. There are no specific CBT tools to support these accommodations.

Accommodations for Students with an Injury	Description
Adult Transcription	An adult marks selected response items based on student answers provided orally or using gestures. An adult transfers student responses to the MIST testing platform.
Assistive Technology	Use of assistive technology for the writing response and/or other open response items. Internet access, grammar check, and word prediction functions must be turned off. An adult must transfer the student's responses exactly as written to the MIST testing platform. Any print copy must be shredded. Any electronic copy must be deleted. This accommodation also requires Adult Transcription.

Accommodations for Students with Disabilities

Students with disabilities may use any of the accessibility features, accessibility features identified in advance, and any of the following accommodations, as designated in their IEP or 504 Plan.

Accommodations for Students with Disabilities	Description
Adult Transcription	An adult marks selected response items based on student answers provided orally or using gestures. An adult transfers student responses to the MIST testing platform.
Assistive Technology	Use of assistive technology for the writing response and/or other open response items. Internet access, grammar check, and word prediction functions must be turned off. An adult must transfer the student's responses exactly as written to the MIST testing platform. Any print copy must be shredded. Any electronic copy must be deleted. This accommodation also requires Adult Transcription. Students may use a range of assistive technologies on the assessment, including devices that are compatible with MIST and those that are used externally. Assistive technology options include, but are not limited to, adapted keyboards, large keyboards, MouseKeys, FilterKeys, adapted mouse, touch screen, Dynavox, and head wand.

Accommodations for Students with Disabilities	Description
Braille Test Booklet	Provide a paper Braille test booklet. This accommodation requires Adult Transcription on the MIST platform.
Extended Time	Not to exceed double time. If a student has a need to exceed double time, please submit a Unique Accommodation Request.
Paper Test	A PDF may be available through the Unique Accommodation Request process for students who are unable to participate in a computer-based assessment due to his or her disability. This accommodation requires Adult Transcription on the MIST platform.
Text-to-Speech for English Language Arts	A student receives an audio representation of the ELA/Literacy assessment via text-to-speech or a human signer. This accommodation is intended to provide access to text on TNReady ELA assessments to students with print related disabilities who would otherwise be unable to participate. Access is defined as a student who is able to decode and comprehend text. For additional guidance, please see Appendix A
Human Signer for English Language Arts	A student who requires a human signer for English Language Arts content may use this accommodation during the TNReady English Language Arts assessment. For additional guidance, please see Appendix A.
Visual Representations for Math	This accommodation may be used in place of scratch paper for students who typically use an abacus or manipulative such as cubes, tiles, rods, blocks, etc. This accommodation may only be used on the non-calculator sections of the assessment.
Rest/Breaks	This allows for the assessment to be paused at any time and restarted. Each session must be completed within one test day. Once paused, a student may not be able to view previously completed work if the break exceeds 20 minutes.
Speech-to-Text	Voice recognition software allows students to use their voices as input devices to the computer to dictate responses. Students may use their own assistive technology devices.
Word Prediction	This accommodation provides a bank of frequently used words on-screen for the student to choose.
Unique Accommodation Request	This request process is provided to review any accommodation not listed for a student with an identified need. The accommodation may not invalidate or modify any intended test construct.

Accommodations for English Learners and Transition Year 1 and Year 2 Students

Students who are not proficient in English, as determined by ACCESS for ELLs, may use, as appropriate, any of the acces-

sibility features and any of the following accommodations. This includes English Learners (ELs) and students in the Transition Year 1 and Transition Year 2. Students whose parents have waived services are eligible to receive accommodations for ELs. As ELs gain in English proficiency, their need for support may decrease. The language proficiency of the student should be taken into consideration when determining appropriate EL accommodations.

Accommodations for EL and T1/T2 Students	Description
Extended Time	Not to exceed double time.
Word-to-Word Dictionary	The student may use an approved bilingual, word-to-word dictionary. Dictionaries that include definitions, phrases, sentences, or pictures are not allowed. The student should be familiar with the dictionary they will use during testing. Students should be given ample time to complete the test using the accommodation. If no hard copy word-to-word dictionary can be found for a specific language, contact tned.assessment@tn.gov
Rest/Breaks	This allows for the assessment to be paused at any time and re-started. Each session must be completed within one test day. Once paused, a student may not be able to view previously completed work if the break exceeds 20 minutes.

Section 4: The Decision-making Process for Selecting Accessibility Features and Accommodations

Selecting Accessibility Features and Accommodations for Individual Students

When selecting accessibility features or accommodations, educators should consider the following:

- What learning challenges is the student experiencing?
Observe the student's classroom performance.
- Does the feature or accommodation address the challenge?
Try various supports in different instruction and assessment settings and evaluate whether they address the student's needs; if not, revise the support(s) accordingly.
- Is the accessibility feature or accommodation allowed for TNReady?
Develop a plan or amend the IEP/504 Plan in collaboration with an EL specialist, general education team, special education teacher, or school level decision-making team, while reviewing the available supports. Remember that the different assessments and parts assess different content and additional support may not be necessary for each part.

Accessibility features, including those identified in advance, and accommodations are intended to provide students with the tools and supports they need in order to participate fairly and equitably in the TNReady assessments. In making decisions regarding accessibility features and accommodations, educators should remember that:

- Students should only receive the supports that they use during daily instruction (with rare exceptions) and that they need in order to participate meaningfully in the assessment;
- Selection of supports should not be based on a “more-is-better” approach in an attempt to provide every possible advantage on the test, nor should students be provided with unnecessary accommodations;
- Accessibility features and accommodations should not be broadly assigned across all TNReady assessments and parts, but considered and discussed separately for each assessment and assessment part;
- Accommodations should not be assigned based on the type of disability or English language proficiency, but rather on the individual needs of the student based on data; and
- Accommodations should not be used to compensate for a student’s lack of knowledge and/or skills, or because of a lack of appropriate instruction.

When possible, educators should choose supports that are consistent with the student’s current needs, based on the experience of educators who currently work with the student, and consistent with those already used for routine instruction and local assessments. In any case, it is critical that students have the opportunity to become familiar with the accessibility feature or accommodation, and practice using it prior to the administration of the TNReady assessment. For this reason, it is necessary to decide on supports well in advance of the assessment.

Appendix A: Text-to-Speech Guidance : IEP or 504 Plan Decision-making Tool

Directions: This tool has been developed to assist IEP teams and 504 plan coordinators in identifying students who may need the accommodation of text-to-speech in order to access the English language arts assessment. Inappropriate use of an accommodation may result in the student's assessment being invalidated and the score will not be included in summary calculations. The student will be considered a participant, but the test is not scored and all reports will indicate the score was nullified.

Guidelines for IEP Team or 504 Plan Considerations	Additional Guidance
The student has an Individual Education Plan (IEP) or 504 Plan	Student has an approved IEP or current 504 plan
<p>In making decisions on whether to provide the student with this accommodation, IEP teams and 504 plan coordinators are instructed to consider whether the student has:</p> <ul style="list-style-type: none">• Blindness or a visual impairment and has not yet learned (or is unable to use) braille; Or• A disability that severely limits or prevents him/her from accessing text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); Or• Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.	<p>For the text-to-speech or human signer accommodation, the IEP team or 504 plan coordinator must determine whether the student has a disability that severely limits or prevents him or her from decoding text.</p> <p>For the text-to-speech or human signer accommodation, the IEP team or 504 plan coordinator must determine whether the student has a disability that severely limits or prevents him or her from accessing text.</p> <p>The IEP team or 504 plan must document objective evidence from a variety of sources (including state assessment, district assessment, and one or more locally-administered diagnostic assessments or other evaluations) that indicate that the student's ability to decode text is severely limited or prevented, or that the student is blind or visually impaired and has not yet learned (or is unable to use) braille.</p>
<p>Before listing the accommodation, provide evidence that the student is blind or visually impaired and that:</p> <ul style="list-style-type: none">• The student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter; Or• The student's inability to access text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments; Or• The student receives ongoing, intensive intervention and/or instruction in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading.	<p>List the data and evaluation sources:</p> <ol style="list-style-type: none">1. Name of diagnostic evaluation or educational assessment and scores;2. A summary of the results;3. Additional assessments and results;4. The instructional intervention and supports specifically related to reading that are currently provided to the student:<ul style="list-style-type: none">• Intensive reading interventions have been provided for ____ years.• List the specific school years and frequency _____• Describe and list the specific reading interventions provided to the student.

Appendix B: Unique Accommodation Request Process

Directions: If an English Learner or a student with a disability requires an accommodation that is not listed in the Accessibility and Accommodation guidance document and that does not change the construct being measured by the test, the school may request approval for use of the accommodation using this request form. If approved, the accommodation must be listed in the Individual Education Plan (IEP) or 504 plan for a student with a disability or the English Learner plan, if applicable.

To request approval for a unique accommodation, this form must be completed and uploaded to EdTools by the principal or district primary testing coordinator, or designee, at least six weeks prior to testing to ensure a timely state response is received. Do not email this form. Once the form is uploaded, email tned.assessment@tn.gov. A copy of this form must be kept in the student's file and, if appropriate, retained at the district office.

Contact Information	
District/School Name:	District/School Number:
Name of Principal/Designee or District/LEA Assessment Coordinator:	Date:
Email:	Contact Number:
Student Information	
Student Name:	State ID Number:
Grade:	DOB:
Indicate Type of Plan: IEP 504 Plan English Learner	
TNReady Test Administration	
For which TNReady Assessment are you seeking approval to use the unique accommodation?	
Provide a brief description of the accommodation for which you are requesting approval:	
Describe evidence that supports the need for this accommodation, including how it is used by the student in the classroom and on other assessments:	

Appendix C: Decision-making Tool for Paper Based Testing

The following decision guidance may be used to inform teams when the team may request a Paper Based Testing option. Student: _____ District/School: _____	
Does the student have one of the following conditions:	
Blindness or a Visual Impairment	Medical Condition or an Orthopedic Impairment
If Yes, see corresponding columns below. If No, stop--student is not eligible to receive a paper based test due to his or her disability.	
Yes-the student is blind or significantly visually impaired	Yes-the student has a medical condition or orthopedic impairment which precludes access to the online platform
<p>Please answer the following questions:</p> <p>Step One: Zoom</p> <ul style="list-style-type: none"> Was the student provided multiple opportunities during multiple sessions to use the zoom tool? Yes - Did the tool provide adequate access? If yes, stop. If no, move to step two. No - Stop. Student must be provided the least restrictive option first. <p>Step Two: Increased Font Size, in addition to Zoom</p> <ul style="list-style-type: none"> If the zoom tool did not provide adequate access, was the student provided multiple opportunities during multiple sessions to use increased font size in addition to the zoom tool? Yes - What was the outcome of this opportunity? No - Stop. Student must be provided the least restrictive option first. <p>Step Three: Magnification Tool, in addition to Zoom and Increased Font Size</p> <ul style="list-style-type: none"> If increased font size in addition to the zoom tool did not provide adequate access, was the student provided multiple opportunities during multiple sessions to use the magnification bubble in conjunction with zoom and increased font size? Yes - What was the outcome of this opportunity? If unsuccessful, submit a unique accommodation request with all supporting evidence to request a PDF. No - Stop. Student must be provided the least restrictive option first. 	<p>Please answer the following questions:</p> <p>Step One: Doctor Statement</p> <ul style="list-style-type: none"> Does the student have a recent doctor's statement or IEP or 504 plan evaluation to verify the student's disability? Yes - Proceed to the next question. No - A current doctor's statement or IEP or 504 plan evaluation is required before this condition will be considered. <p>Step Two: Other attempted accommodations</p> <ul style="list-style-type: none"> Can the student access the online assessment if provided multiple breaks, appropriate lighting, special time of day, and/or assistive technology? Yes - Stop. Student can be accommodated without the need for a PDF. No - List other accommodations attempted and outcomes of each. If listed accommodations do not provide access to the online testing platform, proceed to Step Three. <p>Step Three: Other devices</p> <ul style="list-style-type: none"> Is the student able to use a tablet or a Chromebook? Yes - Stop. Student is able to access TNReady via tablet or Chrome book. No - If student is unable to access TNReady via alternate devices and steps one and two have also proven ineffective, submit a unique accommodation request form with all supporting evidence to request a PDF.

Appendix D: Accommodations from the Student's Perspective

Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used, however, be certain that the student understands the concept of an accommodation, providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

1. Think about all the classes you are taking now. Which is your best class?

2. Explain what you do well in this class.

The things you said you can do well above are your strengths. For example, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like the subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, "What class is hardest?"

4. What's the hardest part of this class for you?

The things you said were hardest are areas you need to work on during the school year. For example, you may have listed paying attention in class, reading a book, taking tests, listening, staying in your seat, remembering new information, doing homework, or doing work in groups.

These are all things in which an accommodation may be helpful for you.

5. In the list that follows, write down all of the classes you are taking now. Then look at a list of accommodations. Next to each class, write down what accommodation(s) you think might be helpful for you.

Classes

Accommodations

1. _____

2. _____

3. _____

4. _____

5. _____

Appendix E: Sample Parent Notification Letter of the Statewide Accommodation Change

Dear Parent/Guardian,

After the 2014-15 school year, Tennessee will be replacing the TCAP Achievement and the TCAP End of Course with the Tennessee Ready (TNReady) for Language Arts and Mathematics. This change in testing may impact your child's individualized education plan (IEP). Your child's current IEP may need to be updated to reflect this new assessment and ensure that he/she is receiving the appropriate accommodations on the new assessment. The purpose of this letter is to inform you of the most recent allowable test accommodations and any changes needed to your child's accommodations in the IEP.

Many accommodations that were previously included on the IEP may already be incorporated into the new TNReady Test or may be available to all students. To help ensure that we are providing accommodations appropriate for your child on the TNReady Test, it is necessary to amend your child's IEP.

The IDEA regulation at 34 C.F.R. § 300.160(b), regarding participation in assessments, provides that states must ensure that all children with disabilities are included in all general state and district-wide assessment programs with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs. Additionally, Section 614(d)(3)(D) of H.R. 1350, the revised Individuals with Disabilities Education Act, the "IDEA," provides as follows: In making changes to a child's IEP after the annual IEP meeting for a school year, the parent of a child with a disability and the public agency (school district) may agree not to convene an IEP meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP. Such changes may be made by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.

The Tennessee Department of Education has developed guidelines for the provision of appropriate accommodations. The guidelines were communicated to local education agencies and IEP teams were instructed to identify only the accommodations that do not invalidate test scores.

If you have any questions or wish to discuss these changes rather than amend the IEP through use of the statewide process, please contact _____ at _____. A list of the changes due to new accessibility and accommodation guidance are attached to this letter.